



The Annual Governors' Report to Parents

2016 - 2017

The Schools Standards and Organisation (Wales) Act 2013 (The Act) removed the requirement for school governing bodies to hold an annual meeting with parents. Instead new arrangements were introduced to enable parents to request up to 3 meetings in any school year with a governing body.

If parents wish to use their rights under the Act to hold a meeting, four conditions must be satisfied:

- 1) Parents will need to raise a petition in support of holding a meeting.
The parents of at least 10% of the school's registered pupils will need to sign the petition. There were 228 children registered as pupils with this school in September 2017. Exact roll numbers at any time during the year may be obtained from the school office.
- 2) The meeting must be called to discuss matters which affect the school.
The meeting cannot be called to discuss such matters as individual pupils, or to make a complaint against a member of the school's staff or governing body.
- 3) A maximum of three meetings can be held during the school year.
The law allows parents to use their rights to request up to 3 meetings with a school governing body during the school year.
- 4) There must be at least 25 school days left in a school year.
A 'school day' means a day when school is open to pupils; it does not include staff training days.

The Governing Body meet at least once per term to discuss and determine the strategic direction of the school and to discharge its legal obligation. Any parental concerns or issues are to be addressed to the Head teacher in the first instance.

Any correspondence for the Governors or the address for service of a petition requesting a meeting with the school's governing body is:

Chair of Governors
c/o Barker's Lane Community School
Barker's Lane
Wrexham
LL13 9TP

OR

The Clerk to the Governors
Barker's Lane Community School
Barker's Lane
Wrexham
LL13 9TP

Email: mailbox@barkerslane-pri.wrexham.sch.uk

Further advice / information is available on:

<http://wales.gov.uk/topics/educationandskills/publications/guidance/parents-meetings-statutory-guidance/?lang=en>



The Chair's Address

Dear Parents/Carers

Welcome to the Annual Report of the Board of Governors of Barkers Lane School.

This provides parents and carers with information of how the whole school team has carried out its responsibilities.

This academic year has seen good progress with the School Improvement Plan which is in response to the school inspection recommendations.

Welsh Government has once again placed Barkers Lane in 'green' category, this indicates the school is self improving and performing well.

During the year numeracy evenings and class assemblies have taken place, these have been well attended by parents and carers. The support of parents and carers is vital to children and enables them to achieve their full potential.

The school continues to collaborate with other schools, particularly with quality feedback for children to improve their work.

Barkers Lane school is particularly appreciative of the considerable funds the PTA raise for the school. In the last year funds have been utilised for maths, science and reading resources.

The Free Breakfast Club has been very well received, with over a third of pupils attending on most days. Our Nursery Plus is benefiting from the addition of a new outdoor play area enabling them to play safely in their own dedicated space.

The online payment method is working well with most parents and carers using the facility.

As governors we recognise the efforts and good work of all staff and volunteers in contributing to the schools continued success.

Yours faithfully,

P FitzHugh
Chair of Governors



The Governing Body

Name	Governor Type	Position	Office Expires
Miss S Cole	Staff		11/03/2020
Mrs M Derosa	Community		29/09/2021
Mrs G Dring	Parent		26/10/2021
Mrs C Edwards	Head Teacher		-
Mrs P Fitzhugh	Community	Chair	17/10/2017
Mrs V Griffiths	Community	Vice Chair	18/05/2019
Cllr J Kelly	Community		28/06/2021
Mr C Jones	LA		31/10/2021
Mrs R Large	Parent		26/10/2021
Mrs N Parry	Parent		26/10/2021
Mr M Pugh	LA		30/11/2021
Ms G Taylor	Parent		28/06/2019
Miss J Taylor	Teacher		07/10/2019
Vacancy	LA		

Clerk to the Governors: Ms D Foulkes (Local Authority)

Governor Changes

Mr J Kelly resigned as Local Authority Governor and was co-opted as Community Governor in June 2017.

Parent Governor Elections

Parent governor elections took place in October 2017.

Previous Governors Report to Parents

No parent questions remained unanswered or resolutions put before the Governing Body as a result of previous reports.

No meeting was requested in 2016-17.



Governors' Curricular Aims

Our aims for Barker's Lane Community Primary School:

- *To create learning opportunities that engage and challenge children to maximise their learning potential;*
- *To provide an environment that both inspires and stimulates the desire to learn;*
- *To develop a relationship with parents, carers and the wider community, involving them in the learning process for the benefit of all children;*
- *To foster and encourage positive attitudes in a happy, caring atmosphere, where children will become confident, develop a sense of self-worth and relate well to others.*
- *To encourage children to think, make decisions and develop lifelong learning skills.*
- *To empower children to be active citizens and to develop a global perspective, understanding the need for sustainable development and promoting a culture of respect for diversity;*

Working together we support each other to achieve our shared school vision:-

'LEARN TOGETHER'

'Let's learn to enjoy, achieve, respect and nurture together'

At Barker's Lane we provide a broad and balanced curriculum promoting spiritual, moral, emotional, cultural, intellectual and physical development. The school promotes lifelong learning and aims to prepare pupils for the opportunities, responsibilities and experiences of adult life. The Foundation Phase (aged 3-7), National Curriculum (aged 7-11), and Religious Education are implemented through topic work in addition to subject specific units.

Pupils learn in a variety of different ways and experience opportunities for learning which match their individual needs. Learning activities integrate a variety of skills so that pupils are able to transfer the skills they learn into other subjects. We focus on developing literacy, numeracy, ICT, thinking, problem solving, creative and personal and social skills across all areas of the curriculum, and to enable children to apply them to real life scenarios.

Welsh Language Development

Barker's Lane is an English medium school where Welsh is taught to all pupils as a second language. The children embrace our Welsh ethos and enjoy responding to simple Welsh language during the school day.

Additional Learning Needs

The school has an approved policy in place for the teaching and learning of any children with additional needs. Identified pupils are reviewed on a regular basis involving consultation between parents, teachers, pupils and external support. We have developed good relationships with the Local Authority and associated agencies who provide us with practical support as necessary. Access around and throughout school has been improved to facilitate ease of use for any disabled visitors or pupils.



More Able and Talented Pupils

Teaching and learning is planned in such a way as to provide a differentiated, engaging, creative and challenging curriculum which enables each child to reach for the highest level of personal achievement. We use a range of strategies to identify more able and talented children. The identification process is ongoing and begins when the child joins our school. Our comprehensive pupil tracking systems ensure that progress and wellbeing is carefully monitored

Attendance

	Overall % 16/17	Target % 17/18
% of authorised attendance	96.0	96.3
% of authorised absence	3.8	3.7
% of unauthorised absence	0.2	0
Including:		
Late before registration closed	0.6	0
Late after registration closed	0	0

Governors set targets for attendance each year and are extremely proud that our attendance is in the top 25% of schools in Wales. Although in 2016/17 we did not meet our target and although the unauthorised absence figure is a very small percentage (0.2%), this has increased on the previous year due to unauthorised leave of absence. Governors ask that you consider carefully any request for holiday leave during the school term. All requests are to be made on the appropriate application form available on the school website or from the school office giving 6 weeks notice. Requests for leave during the first two weeks of September will be granted in exceptional circumstances only.

Equality

Equality of opportunities is always observed regardless of ability, age, appearance, culture, gender, disability, religion, race, gender reassignment, pregnancy, maternity or sexual orientation. Together with the Local Authority we work against all forms of discrimination.

The Strategic Equality Plan is available on the school website or on request from the school office.

Provision for toilet facilities

The school has ample gender segregated toilet facilities and disabled access facilities for pupils / staff / visitors. All toilets are maintained to a high standard by cleaning staff, and are monitored by school staff during the day.

Pupil Voice

The School Council is elected annually, whereby pupils from Years 2 – 6 vote for their representatives. Meetings are held regularly and council members bring issues, ideas or resolutions to the table.

The School Council successfully introduced a reading reward scheme in 2015-16 which has been popular with the children and encouraged a greater enthusiasm for reading with more reluctant readers.



The Eco-committee is also elected annually from Y2 – Y6 and meet regularly to discuss issues that affect us at school, the local and global environment. The representatives then talk with their class about ideas they may have.

E-cadets / Digital Leaders are an active group of children in Y5&6 who support their peers and provide information about keeping safe online. They regularly are involved in challenges and also inform parents about our photography and social media policy at concerts.

Healthy Eating & Drinking

Barker's Lane complies fully with the Welsh Government Healthy Eating in Schools regulations 2013.

School meals are available for all full-time pupils. The kitchen has been awarded the highest Food Hygiene rating 5 by the Food Standards Agency.

Information about free school meals is always available from Mr Hill in the school office.

Children may also bring a healthy packed lunch which we recommend on the advice of the Food Standards Agency to contain at least:

- 1 portion of fruit or veg
- 1 portion of dairy eg. cheese or yoghurt
- 1 portion of protein eg. meat, fish or other source
- 1 portion of starchy food eg. bread, pasta, rice

Parents are asked to limit the crisps / biscuit snacks and sugary drinks their child has for lunch during the week to help reduce salt and sugar intake. Advice is also given about savoury snacks e.g. meat products like sausage rolls / pies are only included in lunchboxes occasionally. We also ask that parents refrain from including **carbonated drinks in bottles or cans** within a packed lunch.

School policy is that pupils from Year 1 to Year 6 are expected to have a piece of **washed fruit / vegetables** each day for morning break, this can be brought from home or provided by school for a small charge. Early Years children also have a healthy snack provided for a small charge.

Biscuits / crisps / other snacks are strongly discouraged for morning break.

Nearly all children in Nursery – Year 2 take up free school milk under Welsh and European scheme.

Extra Curricular Activities & School Sports

Staff at the school give willingly of their time to run a large number of extra-curricular activities. We also participate in a wide range of school sports each year.

A full list of extra-curricular activities and sporting events / achievements for 2016-17 is included at the end of the report.

School Prospectus

The school prospectus is updated annually. A copy is displayed in the foyer and on our website.



Wider Community Partnership

Schools

Rhosnesni High School and its family of feeder primary schools meet regularly to share good practice. We welcome pupils from Rhosnesni High School and a number of other secondary schools to undertake their work experience at Barker's Lane every year.

Trainee Teachers / Ancillary Support Staff

We welcome trainees on a regular basis. The school has contracted to work in partnership the North & Mid Wales Centre for Trainee Teachers (Bangor & Aberystwyth) to offer the necessary school-based experience for the initial training of teachers. The school has designated trainee mentors providing support and guidance for the trainee teachers. All staff continue to work and plan closely with trainee teachers to ensure quality of learning for our pupils. We also work closely with Glyndŵr University who request observational placements and Coleg Cambria who provide courses for ancillary staff at school.

Other Community Links

St John's Church, the vicar visits school and takes morning assembly each half term.

Save the Family – supported by our Harvest Festival.

Police Community Support Officers.

Acton Park

Wrexham Library & Museum

Community Council Campaigns

AVOW

Our chosen local charities Hope House Hospice and Nightingale House Hospice.

Throughout the year the school, with support from you as parents, donates to a variety of other charities eg the sale of daffodils for Marie Curie Cancer Care, Poppy Day Appeal, NSPCC, shoebox appeal, Cystic Fibrosis, etc.

Business / Industry Links

We have links with a number of partners, for example:

Tesco/Sainsbury

Virgin Money

Lloyds TSB

Pets at Home

Dee Valley Water

Scottish Power

Davies Development Testing

Any parent / carer with business / industry knowledge who would like to share this with the children is invited to contact the Headteacher.

Global Partners

We have developed many links with schools in Europe and the wider world through our work in global citizenship over a number of years.



School Inspection – June 2016

Progress was made with all key issues identified by Estyn inspectors in the previous school inspection in September 2009. The school was inspected in June 2016.

The school was judged to have good current performance and good prospects for improvement.

Inspectors judged the school's current performance as good because:

- Most pupils make strong progress and achieve well
- Most pupils achieve good standards of literacy and use these skills well in other areas of learning and subjects across the curriculum
- Most pupils behave very well and have a positive attitude towards learning
- Pupils' attendance has placed the school in the top 25% of similar schools for the past four years
- Pupils have a strong voice in the running of the school and regularly make valuable contributions to school life
- The school provides a wide range of interesting and engaging learning experiences that meet nearly all pupils' needs well
- The ethos of care, respect and trust is successful in raising pupils' awareness of how to be safe, take responsibility and respect others

Inspectors judged prospects for improvement to be good because:

- The headteacher and senior leaders provide clear strategic direction for the school, with a strong focus on raising standards and improving learning opportunities for pupils, and they communicate this vision effectively to all staff
- Staff work together well as a close, efficient team
- The governing body supports the school well and holds leaders to account effectively
- Self-evaluation processes are robust and well established
- School leaders focus clearly on a taking forward a suitable number of priorities that bring about improvements in pupils' standards and wellbeing
- It has a beneficial range of partners that help improve pupil outcomes and wellbeing effectively

Estyn made four recommendations for improvement which together with areas identified through self-evaluation form the School Improvement Plan. The progress made with recommendations is outlined in the next section.

School Self Evaluation & Progress with School Action Plan

School self evaluation processes are based on Standards of Learning, Teaching & Assessment and Leadership & Management. Outcomes inform targets for our School Improvement Plan.

A summary of progress with key priorities from 2016-17 is outlined below:

1. Improve the performance of boys (Estyn Rec 1)



Standards

End of FP and KS2 data indicates:

FPO5+: *At FPO5+ a greater percentage of girls outperformed boys in LLC, MD and in the FPOI. (this is two pupils as lower number of boys in year group); this was 10% above the national average (one boy was 8%).*

FPO6: *At FPO6 boys outperformed girls in LLC and MD. A significantly greater percentage of girls outperformed boys in PSD.*

L4+: *No difference in performance*

L5+: *Boys outperformed girls in all Maths and Science at L5+, bucking the national trend. Girls outperformed boys in English, with a slightly greater difference than the national average.*

There are 3 more girls than boys in the FP cohort and 4 more girls than boys in the KS2 cohort which distorts data.

Pupil progress meetings indicate variable performance between boys and girls in different cohorts, although PSD, reading and writing are the main areas where G>B at higher levels particularly. Generally for the last four years, on-entry information shows boys at a lower level than girls when they enter school, hence the focus on outdoor and practical activities in FP this year.

Provision (teaching and learning) & Leadership

Improvements in provision have been focused on boy's learning and meeting interests following visits to another setting and collaboration for outdoor learning. Themes have been reviewed with the children and a boy's focus group established to gain pupil views. A number of focused pastoral groups have been put in place, although the impact of these has not yet been seen.

2. *Extend opportunities for pupils to apply their numeracy skills across the curriculum (Estyn Rec 2)*

Standards

Generally from test results, standards in numerical reasoning are positive and have improved on previous year.

PPM and book scrutiny indicate good standards in maths and where this applied in other areas, standards are comparable.

Provision

The impact of visual representation training is evident in FP, which now needs to be further embedded in KS2.

There is an increased range of numeracy evident in pupil work across the curriculum, although there are pockets of inconsistency which when addressed have improved. Additional training and consultations allowed for bespoke support for staff to improve skills and understanding.

Leadership

Collaboration in this area has had a positive impact. The calculation policy was revised in collaboration with three other schools. This includes visual representation. Plans to move forward with this are in place following further training.



Partnerships with parents have been further strengthened by building on previous workshops to share visual strategies to support the children.

3. *Improve the use of Welsh language skills outside Welsh lessons in Key Stage 2 (Estyn Rec 3)*

Standards

Standards in Welsh Second Language continue to be good across the school, however progress with moving Welsh outside the classroom has now begun to show a little impact with most children readily greeting staff across the school and responding to questions asked.

Provision

Four staff have participated in CimCai training; recent feedback on lesson observations by the Athrawes Bro was very positive.

We are part of the pilot for Siarter Iaith which commenced in March 17; the main focus has been on assembly and phrases which can be used across the school. Y6 pupils worked with the Urdd and linked Ysgol Morgan Llwyd which had a positive impact on oracy and on teacher knowledge and skills.

Leadership

Self evaluation processes in Welsh have been strengthened with pupil input. A Criw Cymraeg has been established led by the DHT to focus on raising standards of Welsh outside the classroom.

4. *Involve children in recognising how they learn, how they use feedback to help them improve and recognising how to improve their own learning (incorporates Estyn Rec 4 – Ensure consistency in teachers written feedback to enable pupils to identify the next steps in their learning)*

Standards

Lesson observations, talking to the children and book scrutiny indicate the nearly all children in KS2 are competent in using 'steps to success' (success criteria) to evaluate their own learning and identify next steps

Most children from Y2 are independent, using steps to success to identify success with the LI.

Using more sophisticated language to talk about their learning with each other and adults

Focus for improvement is on the LI / process to achieve when identifying next steps, rather than previous 'improve my handwriting / capital letters'.

Provision

Staff have a deeper understanding of what good quality feedback 'looks like' (verbal and written) and how the children improve their work as a result of this; observations and staff discussion indicate that TAs are more proficient at giving quality feedback. Timetabled reflection time 'Mr T', where all children from Y2-6 reflect on feedback and make improvements



Self and peer assessment is well established and relates to 'steps to success'; older children asking for targets for their peers to improve their peer assessment demonstrating good understanding of the process and purpose. All children from Y2-6 have been involved in learner conferences which increased engagement at Parents' Evening.

Leadership

Improved staff leadership skills through collaboration with other schools. Practice has also been shared beyond our own school. Consistent approach across KS2 - reflecting importance of the balance between verbal and written feedback.

Priorities for the current academic year 2017/18 are:

- 1. Improve pupil attitudes to learning, emotional resilience and their personal conduct in class and around school, particularly to support improved achievement of boys***
- 2. Further embed visual representation and mastery skills in numeracy ensuring opportunities for application across the curriculum***
- 3. Fully implement the Digital Competency Framework across the school**
- 4. Continue to improve the use of Welsh language skills outside Welsh lessons***

**These priorities continue to incorporate the Post Inspection action Plan (PIAP)*

School Policies

All policies are reviewed following a timetabled schedule in consultation with staff and governors. In 2016-17 governors reviewed the following school policies:

Framework of Responsibility	Safeguarding & Child Protection	Assessment, Recording & Reporting
Attendance & Requests for Leave of Absence	Effective Feedback	Good Behaviour including Anti-Bullying
Design Technology	Smoke Free School	Performance Management
Charging & Remissions	Medical Needs	Job Capability
Creative Development / Art, Design & Music	Literacy & Numeracy Framework	WCBC Managing Potential Redeployment & Redundancy
Counter Fraud	Educational Visits	Financial Framework

A number of school policies are on the school website for information.



Staff Professional Development

All staff have opportunities to attend professional development training over the year. Priorities are identified through performance management / appraisal and school self evaluation.

There are five days allocated each year for staff training, these are usually undertaken as full days but can occasionally be disaggregated into twilight training sessions to meet the particular needs of the school at that time.

In 2016-17 the focus for this was:

September(x2)	-	PIAP, Review of Planning, Numeracy
October	-	Numeracy
January	-	Engaging Boys
April	-	Revised Curriculum & DCF

Targets

The following targets are set based on analysis of teacher assessments.

	2018	2018	2019	2019	2018	2018	2019	2019
	FP	FP	FP	FP	KS2	KS2	KS2	KS2
	Outcome 5	Outcome 6	Outcome 5	Outcome 6	Level 4	Level 5	Level 4	Level 5
No in cohort	30		31		24		30	
LLC / English	90%	50%	97%	55%	100%	62%	97%	57%
MD / Maths	90%	60%	100%	58%	100%	67%	97%	60%
PSD	97%	77%	100%	74%				
Science					100%	71%	97%	57%
FPOI / CSI	90%		97%		100%		97%	

Targets relate to particular cohorts of children, are reviewed annually, but not altered during the school year to which they apply. Our school targets are compiled by looking at the prior performances of individual children, teacher assessment and predicative data.



End of Foundation Phase Assessments 2017

This report uses data for 2017 for LA and Wales comparative information

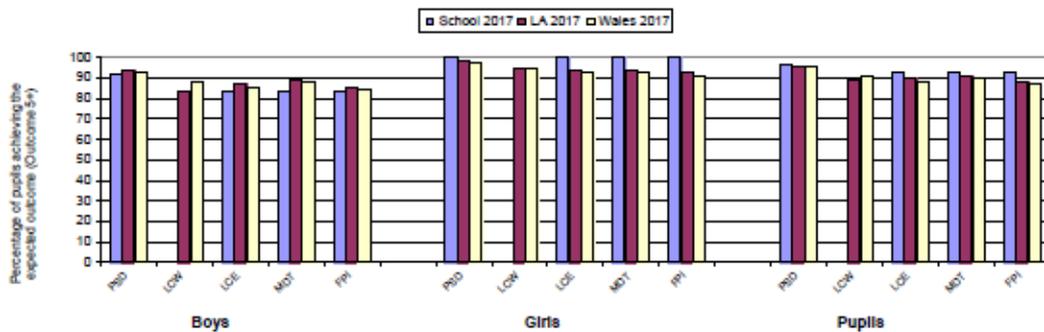
Barker's Lane CP
Wrexham

LA/School no: 665/2208

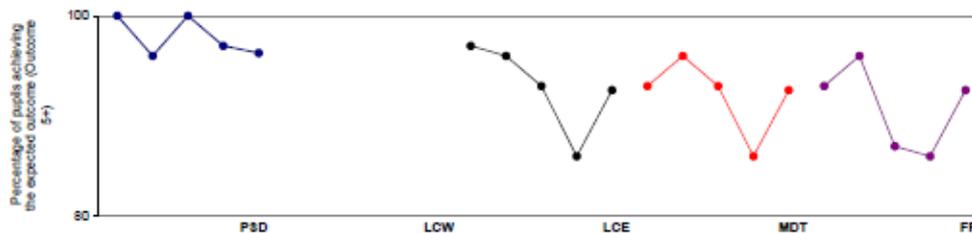
School comparative information: Foundation Phase Outcomes 2017 with benchmarking

Percentage of boys, girls, and pupils achieving at least the expected outcome (Outcome 5+):

	Boys			Girls			Pupils		
	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017
PSD	92	93	92	100	98	97	96	95	95
LCW	0	83	88	0	94	94	0	89	91
LCE	83	87	85	100	93	92	93	90	88
MDT	83	89	88	100	93	92	93	91	90
FPI	83	85	84	100	92	91	93	88	87



School Performance over time (2013 - 2017)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quarter 1 School is in the top 25 per cent.

Quarter 2 School is in the top 50 per cent but not the top 25 per cent.

Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quarter 4 School is in the bottom 25 per cent.

Free School Meal Group

Less than 8 percent eligible for FSM

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
PSD		98	96	100		100	
LCW		86		94		100	
LCE		89	93	95		100	
MDT		90	93	96		100	
FPI		86	93	93		100	

The benchmarks have been calculated using a three-year average for Free School Meal data.

Notes:

1. - = No historical data available

2. Areas of learning: PSD = Personal and social development, well-being and cultural diversity; LCW = Language, literacy and communication skills (in Welsh); LCE = Language, literacy and communication skills (in English); MDT = Mathematical development; FPI = Foundation Phase Indicator. To achieve the FPI, a pupil must achieve at least the expected outcome (Outcome 5+) in both PSD and MDT and either LCW or LCE.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.



End of KS2 Assessments 2017

This report uses data for 2017 for LA and Wales comparative information

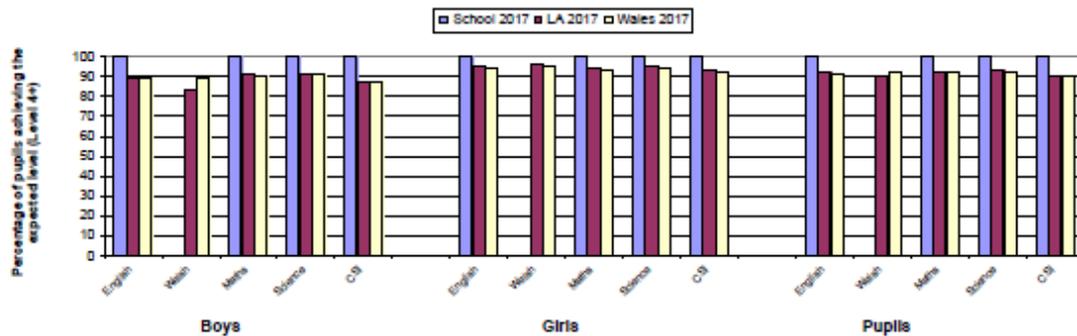
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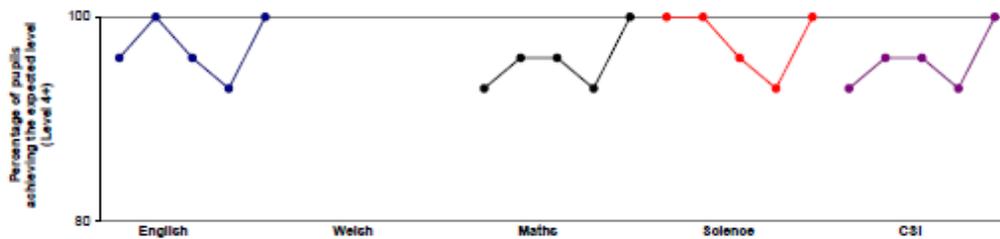
School comparative information: National Curriculum Assessments 2017 with benchmarking Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017	School 2017	LA 2017	Wales 2017
English	100	89	89	100	95	94	100	92	91
Welsh	0	83	89	0	96	95	0	90	92
Maths	100	91	90	100	94	93	100	92	92
Science	100	91	91	100	95	94	100	93	92
CSI	100	87	87	100	93	92	100	90	90



School Performance over time (2013 - 2017)



Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quarter 1 School is in the top 25 per cent.

Quarter 2 School is in the top 50 per cent but not the top 25 per cent.

Free School Meal Group

Quarter 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quarter 4 School is in the bottom 25 per cent.

Less than 8 percent eligible for FSM

	Quarter 4	Lower Quartile	Quarter 3	Median	Quarter 2	Upper Quartile	Quarter 1
English		93		98		100	100
Welsh		89		96		100	100
Maths		93		99		100	100
Science		94		100		100	100
CSI		91		96		100	100

The benchmarks have been calculated using a three-year average for Free School Meal data.

Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.



Finance

Delegated Budget Expenditure Statement 01/04/2016 – 31/03/17

Description	Annual Budget	Actual Expenditure	Balance
Employees	655,447	677,447	-22,000
Premises	35,312	42,032	-6720
Transport	500	0	500
Supplies & Services*	42,475	34,231	8244
Contingency	15,888	0	15,888
Support Services	43,906	43,906	0
Total Expenditure	793,528	797,616	-4088
<i>Income / Grants</i>	<i>-111,326</i>	<i>-136,873</i>	<i>25,547</i>
<i>Opening Balance (1/4/16)</i>			
Total Net Expenditure	682,202	660,743	21,459

* *Supplies and services includes monies spent on educational resources.*

School Funds Year End 31st March 2017 (school fund current and school trip account)

	£	£
Accounts B/F	12,265	
Receipts	36,918	
Expenditure		40,342
Close of Accounts	**8,840	

** *This figure includes payments for residential visits made by parents which had not taken place, therefore not invoiced from the relevant outdoor centres by March 2017.*

The governing body would like to again extend thanks to the Parent Teacher Association for the hard work they have undertaken raising funds for the school. The PTA is a much valued, active group and we ask that you continue to support them whenever you can. In 2016-17 the PTA raised over £5000. During the academic year 2016-17, the PTA funded, FP and KS2 maths resources, science equipment, outdoor learning resources for EY, reading resources and Christmas panto / gifts for the children. We all know how much of a difference this makes, particularly in our current financial climate.

The Governors did not claim any expenses for travelling or subsistence whilst discharging their duties throughout this current year.

School Calendar 2017 – 2018

	Autumn 2017	Spring 2018	Summer 2018
Opens	5 th September	9 th January	10 th April
Closes	27 th October	9 th February	26 th May
Opens	7 th November	19 th February	5 th June
Closes	22 nd December	23 rd March	20 th July
Closed – Training Day	1 st & 4 th September 6 th November	8 th January	9 th April 7 th May – Bank Holiday



Appendix: School Events / Activities 2016-17

Extra-Curricular Activities	School Sports	Fundraising
Choir	Y4-6 Wrexham Tennis Competition	Charity Local Solutions (food donations from Harvest)
Cookery	Y3-6 Swimming	T4C Shoebox Appeal
Cricket	Y3-6 School Sports event, Queensway	Royal British Legion
Creative Art	Wrexham Sports Tournament	Hope House Hospice (Christmas Concert)
Dance	Y3 Cricket – sessions with sports coach	Nightingale House Hospice
E-cadets	Wrexham Cricket Tournament	NSPCC (Christmas concert)
Football	School Sports Day	St John's Church
Gardening	Y5&6 Triathlon, Mold Leisure centre	Marie Curie (daffodils)
Golf	Y5&6 Indoor Athletics Competition	British Red Cross
Gym		PTA for School Funds Christmas & Summer Fair
Healthy Mind, Healthy Body		Spooky & Summer Disco
Homework		Pamper & Shopping Evening
IT		Easter Bingo
Mindfulness & Colour		Other e.g. Christmas Cards, uniform labels, etc
Multi-Skills		
Netball		
Reading		
Recorders		
Performing Arts		
Taekwondo		

Tesco donated a defibrillator to Barker's Lane which is housed in the school foyer.



Visitors to School / Classes / Groups	Visits made by School / Classes / Groups	Whole School Activities
Y6 Bikeability training	Y2-6 St John's Church	Reverend Errington, school assemblies
Y6 'It's Your Choice' presentation with PC Ellis	Y4 Pentrellyncymer, Residential visit	Roald Dahl Day
Y2&Y4 presentations with PC Ellis	Y5 Glan Llyn Residential visit	Wrexham Fitness Festival Assembly
Y5 Hoola Nation	Y6 Nant BH Residential visit	Harvest Festival
Y2&5 Fire Safety Presentation	Y6 Leanne Mundy, Rhosnesni – reading	Remembrance Assembly
Y5&6 Cheryl Hughes, Rhosnesni – teaching / transition	EY Blue Planet Aquarium	'Canal & River Trust' Assembly
Y4-6 Music lessons (woodwind, brass, violin)	Y1&2 Techniquet	Making Waves, water safety assembly
Y1-6 'Don't Touch Tell' presentation	Y1&2 Knowsley Safari Park	Make £5 Grow – entrepreneurs
R-Y6 Space workshops with Techniquet	Y3&4 Cadbury's World	'Tales of Wales' theatre performance
Y1&2, Captain Valentine visit to talk about the Arctic	Y5&6 Acton Park	Artefact theatre performance
Mrs Griffiths, vet visit to EY	Y5&6 Trevor Basin & Dee Valley	'Sleeping Beauty' -Bitesize Theatre Panto
Wrexham Music Service Performance	Y6 Techniquet 'Lab Skills'	E-Cadets. Healthy Schools and class assemblies
Lloyd's Bank, financial education Y3-6	Y6 'Jewish Living Experience' at Coleg Cambria	E-Safety Presentation for governors
Y5&6 BBC TV auditions	Playgroup	Numeracy presentations for parents
Ian Lucas, MP for Wrexham visited school	Choir –Nightingale House Hospice; Wrexham Christmas lights Switch On	Eisteddfod
		Class Assemblies for parents
		Christmas Concerts
		Coffee & Carols Afternoon
		'Move a Mile'